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ABSTRACT

An overview is provided of the support services and special activities provided by Grossmont College's Disabled Student Programs and Services (DSPS). Following introductory material on the philosophy and objectives of the DSPS, the report describes the methods used to identify the instructional development and support needs of DSPS students during the intake and verification process. After listing the instructional development classes available to DSPS students, the report discusses funding considerations, equipment needs, and enrollments. The next sections focus on the tutoring and assessment services available to DSPS students through the campus's tutoring and assessment offices, program coordination, and DSPS students' use of these services. The final sections look at DSPS programs for physically, communicatively, and learning disabled (LD) students. For each student group, the report lists the classes and services provided and the qualifications of the participating staff members. With respect to the physically disabled, the report considers the services available to mobility impaired, visually impaired, hearing impaired, health impaired, and acquired brain injured students. Classes for the communicatively impaired are described, including the stuttering, oral motor speech, stroke, pragmatics and communication, and aural rehabilitation classes. Finally, services for LD students are examined, including comprehensive diagnostic assessment, one-to-one tutoring, a support group, and several specially designed classes. (WJT)

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STUDENT SERVICES REVIEW: GROSSMONT COLLEGE DISABLED STUDENT PROGRAMS AND SERVICES

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GROSSMONT COLLEGE DISABLED STUDENT PROGRAM & SERVICES

STATEMENT OF PHILOSOPHY

The Disabled Students Program at Grossmont College supports the general education philosophy of the Grossmont-Cuyamaca College District by recognizing the right of all persons to obtain an equal opportunity to an education.

In order to provide an equal opportunity to all, the special education needs of each individual must be met with a support service system and individual educational plan designed to enable the student to attain optimal advantage of the college environment.

The program's overall goal is to "mainstream" students by providing an architecturally barrier-free environment, total access to the college program and the necessary supportive service delivery system. Though the program and services are voluntary, measurable progress must be evidenced by the successful completion of the individualized educational program.

No program or course is denied a student without due consideration of the student's potential and abilities and additional assistance of support services and programs.

Should the disabled student's needs not be met at the individual campus, an appropriate program in the district or community will be suggested so that the student may continue the life-long learning process and his/her goal toward independent functioning.

The Disabled Students Program at Grossmont College adheres to the guidelines as set forth in Title V of the California Administrative Code.

GROSSMONT COLLEGE
STUDENT SERVICES REVIEW

DISABLED STUDENT PROGRAMS AND SERVICES

OBJECTIVE: TO PROVIDE INSTRUCTIONAL DEVELOPMENT, SPECIAL ACTIVITIES AND SUPPORT SERVICES TO MEET THE NEEDS OF AND ENHANCE THE SUCCESS OF DISABLED STUDENTS

CRITERIA:
1. Instructional Development Classes
2. Tutoring Services
3. Assessment
4. Support Services
5. Student Utilization

1. **Identification of the Instructional Development and Support Needs of DSPS Students. Intake and Verification Process.**

The DSPS students needs are primarily identified through an individual interview with the student and appropriate specialist. This initial interview lasts a minimum of one hour at which time a determination is made of the students functional limitation(s) and how their needs can be accommodated. An intake form is completed by student and specialist at this time along with a medical form signed by the student and mailed to the doctor for verification. An Individual Education Plan is also developed and signed by the student and specialist. Instructional and support needs of students vary according to the type of disability and the degree of involvement. Other means of identifying students needs are more generalized, eg; a faculty member may initiate the process by recognizing that a student who does not have full hand mobility may need an aide in a lab class or as in the case of the LRC, staff there have realized the difficulty blind and wheelchair bound students would have in accessing the card catalog and the book stacks. They have instituted computer access on the first floor of the LRC and a system for book retrieval.

To summarize, the instructional development and support needs of DSPS students are identified by DSPS staff, faculty, and student services staff. As stated above, the intake and verification process is conducted by the DSPS specialists in conjunction with the DSPS students.

2. **Instructional Development Classes offered for DSPS students.**

Following is a list of the classes for disabled and the current instructors. See appendix B for course descriptions.

Speech 101-102-103-104
Speech Improvement
Kathleen Kramer

Speech 107
Communication Skills for the Hearing Impaired Adult
Not offered at this time

Speech 299
Pragmatics and Communication Skills
Kathleen Kramer

Physical Education 001 (Formerly PE 005-006-105-106)
Adapted Physical Exercise
Ron Vavra and Libby Anderson

Physical Education 150 (Formerly PE 115-116-117-118)
Adapted Sports Education
Ron Vavra and Libby Anderson

Physical Education 035 (Formerly PE 087-088-187-188)
Adaptive Swimming for Physically Limited Students
Don Rohrke

Physical Education 030 (Formerly PE 299)
Adaptive Aquatic Sports Education
Don Rohrke

Personal Development 090-091-092-093-094-095-096-097
Learning Development Practicum
Mimi Lee

Personal Development 299
Beginning Writing Skills/Learning Disabled
Jane Nolan

Personal Development 098
Spelling Skills Beginning/Learning Disabled
Jane Nolan

Personal Development 099
Spelling Skills Intermediate/Learning Disabled
Jane Nolan

Computer Science Information Systems 090-091-092-093
Adapted Computer Studies I, II, III, IV.
Ron Blair, instructor
Jacki Couch, coordinator

Currently there is no formalized plan in regard to student/teacher ratio. However, measures are taken to ensure that class size is small and/or that there are sufficient aides providing assistance.

3. **Special Class Funding.**

The costs of conducting special adaptive courses are funded from the Average Daily Attendance (ADA) generated. If ADA is not sufficient to cover the cost, other DSPS income could be used. However, to this point in time ADA generated has been sufficient to cover the direct cost of all adaptive courses.

4. **Special Equipment.**

Special equipment is used for all special classes and the coordinator and/or instructor for each special discipline determines what is needed. DSPS specialists are also involved in selecting special equipment which may be housed in the DSPS office or located in certain areas of the campus, ie; the Visualtek in the LRC.

5. **DSPS Students Enrolled in These Classes.**

Following is a list of the special classes and their enrollment in Fall, 1987:

Learning Development Practicum	70
Beginning Spelling for Learning Disabled	5
Intermediate Spelling for Learning Disabled	3
Writing Skills for Learning Disabled	8
Adapted Computer Studies	56
Speech Improvement	48
Pragmatics and Communication Skills	2
Adapted Physical Exercise	62
Adapted Swim for Physically Limited	32

The total enrollment of 286 constitutes 67% of the total served in 1986-87. It should be understood that this total enrollment figure is not an unduplicated student count. It is possible for one student to be enrolled in several special classes at the same time. For example a student who has an acquired brain injury could be enrolled in an L.D. class, both adapted exercise and swim classes, a speech improvement class and even an adapted computer class. This does not happen with great frequency however. The total enrollment of 286 students in special classes represents 2% of the total college enrollment of 15,294.

6. **Tutoring Services Available to DSPS Students.**

The kinds of general academic tutoring services available for DSPS students are the same as for all Grossmont College students. These services are provided through the Campus Tutoring Center. The tutors employed through the Campus Tutoring Center tutor the DSPS students, and while there is no formalized tutor training program specifically for disabled students, an effort is made by the Campus Tutoring Staff to select tutors sensitive to special needs for tutoring DSPS students. Additionally, in-service workshops for tutors are provided by the DSPS specialists.

A specialized tutoring service specifically addressing the learning needs of learning disabled students is provided through DSPS.

7. **Coordination Between DSPS and The Campus Tutoring Center.**

Coordination between the DSPS office and Campus Tutoring Center occurs on an on-going basis. The effectiveness of

these efforts is described in the Tutoring Center Program Review Report of 1986-87. It is as follows:

There is active coordination between the following offices and services.

A. Disabled Student Services

1. The Disabled Student Services Specialist and Counselor present workshops for the purpose of in-service training for tutors.

2. Referrals are made to and from Disabled Student Services.

8. **DSPS students Who Use The Campus Tutoring Services.**

In the Fall, 1986, twenty-one (21) disabled students, or 8% of the Special Population Groups used campus tutoring. Approximately seven percent (7%) of the 320 reported DSPS utilized campus tutoring in Fall, 1986 as compared to five percent (5%) of 799 non disabled students utilizing campus tutoring out of approximately a total college enrollment of 15,000.

See data from Tutoring Center Report below:

A. Fall, 1986 data indicate the following:

Special Population	Number Using Tutoring	% Of Special Population
1. Disabled Students	21	8%
2. VEA Eligible	240	4%
3. EOPS	42	24%
4. Project Success Eligible	17	6%
5. JTPA	3	4%
6. Veterans	32	7%
7. International Students	*	*
8. Adult Re-Entry	5	4%
9. Non-high school graduates	18	2%

*Data unavailable for Fall 1986
*These data will be gathered in the future

9. Coordination Between DSPS and The Assessment Office As It Relates to Assessment Services for DSPS Students.

Ongoing coordination occurs between the Assessment Office and DSPS Staff. Because of the special needs of the disabled, individualized testing is routinely provided in the DSPS Office. During the summer months, when no test facilitator is available in DSPS, the assessment office has provided this individual assistance. The communication and cooperation between the two offices has been excellent from the perspective of the DSPS staff. An interview with the Assessment Office coordinator and staff was conducted. The comments follow:

"Coordination between our office and DSPS works just fine. No problems at this point. It is suggested that more information be given on how to assist the severely disabled when administering the placement test."

10. Support Services and Special Activities Provided For The Physically Disabled (mobility, visual, hearing, other) students.

A. Who provides these services?
B. What are the qualification of the persons providing these services?

Support services and special activities are provided for the students with mobility, visual, hearing, and health disabilities according to their individual needs which are usually determined during the initial interview with the Counselor/Specialist for the Physically Disabled. It is common during this interview for some students to be further referred to the Learning Disability and Speech/Language specialists.

MOBILITY IMPAIRED

For the mobility impaired, after their limitations have been identified, the specialist, along with the student discuss the services needed for them to be able to access instruction. Theses might include special parking so they can park closer

to their classes or a larger handicapped space to allow transfer from their car to their wheelchair. Mobility assistance provides electric cart services to and from their car and between classes. Additionally, lifting a folding wheelchair out of their car is provided for those students with limited upper body strength. On rare occasions wheelchairs are pushed up steep hills.

For those students with limited or no use of their hands, assistance is needed in recording class lectures or writing in labs, English composition or math classes. Persons who have little or no use of their hands and/or arms include quadriplegics, some persons with multiple sclerosis, muscular dystrophy, cerebral palsy, corpul tunnel syndrome, congenital birth defects, arthritis, etc. Students are provided with two ply paper (NCR) free of charge which is used by a volunteer notetaker in their class. If individual writing is required a paid scribe is provided. Students are encouraged to purchase a tape recorder. Loaners are also available from DSPS. The McBain Foundation in Los Angeles also provides a limited number of free tape recorders. The specialist certifies the need on the application which is completed by the aide for the physically disabled. A number of these students have newly acquired or progressive disabilities and counseling is needed to help them develop coping skills with both psychological and practical problems.

Test taking facilitation is also provided. Most students with walking and standing limitations also need assistance with registration and making any changes to their program if there are long lines. Most can not stand in line at the bookstore and are encouraged to shop early or seek assistance from the mobility aide or a bookstore employee. Lockers are assigned by the aide for the physically disabled. A manual wheelchair is also available for loan.

VISUALLY IMPAIRED

Again, for the visually impaired, services provided are determined by the level of vision loss and skill level in coping with the loss.

For the severely visually impaired, students are encouraged to find someone to give them mobility training to the campus before classes begin. This is sometimes provided by the Department of Rehabilitation, Service Center for the Blind, a family member or friend. This service was discontinued at Grossmont because of funding loss except on a very limited basis by the mobility aide.

Students are educated on the free services of Recordings for the Blind and Braille Transcribers Guild. The aide for the physically disabled completes the form for a registry number from Recording for Blind (RFB). Surprisingly, many prospective students are not aware of, or use this service which provides taped books, free of charge.

After the students receive their RFB number they are instructed on the methods to determine if a book is already on tape or if it must be newly taped. Assistance is also provided in determining texts required. Students must provide Recording for the Blind with two copies of each text. Since it takes four to six weeks for taping, it is important for the student to learn to plan to complete this procedure early. A problem arises often because the instructor does not make this determination early enough. Assistance is also provided by the aide in securing a tape recorder from the Department of Rehabilitation, the McBain Foundation or Recording for the Blind. The student is repeatedly made aware that after he/she learns the procedure for securing taped books, it is their responsibility to see that they do this in a timely manner.

For those few students who use brailled books, this procedure is also taught by the aide. These services require at least

six to eight weeks, and for some technical and math texts, as long as a semester.

Most severely visually impaired students require a reader for assistance in some classes such as CSIS, for library research or hand outs in class. By law (Royce Bill) the Department of Rehabilitation is required to pay for readers for students enrolled in a specific vocational program leading to employment. The rule of thumb is one hour of reader service for each hour in class each week. The aide for the physically disabled provides names of readers. For those students not funded by the Department of Rehabilitation the DSPS program provides this service. All efforts are made to ensure that the students receive taped books early. For beginning students, and when the text is not available early for taping, a reader is provided. In most instances the reader is instructed to read onto tape to make repeated listening possible.

Visually impaired students who can read enlarged print are apprised of the enlarging service available. The student with the specialist and/or aide determines the level of magnification needed. They are instructed in the methods of using the service. The aide enlarges the material and arranges for pick-up. Test proctoring is also provided by the aide. This procedure is often very time consuming since the questions must be read and written by the aide. Most severely visually impaired have illegible handwriting.

Many of these students require additional counseling, especially if their visual loss is recent. It is difficult to transfer from a visual to an auditory mode of learning. Special attention is given to stressing the assistance available to this population by the Department of Rehabilitation. A close working relationship exists between the counselor/specialist and the counselor for visually impaired with the Department of Rehabilitation. Funds are available through this agency for special aides such as

reading lamps and telescopic reading glasses, etc. These students meet in combined sessions on a frequent basis.

Assistance in completing forms as well as help through the enrollment and registration process is provided as well.

HEARING IMPAIRED

The hearing disabled receive services on an individual basis and according to need. Because of the nature of this disability, this population has a very difficult time accessing the spoken word. If a person is profoundly deaf the only means they have is through an interpreter. Since only 30% of spoken words are visible by mouth configuration, lip reading, even by the most skillful is very limited. Also, since interpreters are not available most of the time in a deaf persons life they seldom learn the nuances of language. Many deaf students do not have adequate English language proficiency for college level instruction. If they usually use Ameslon (American Sign Language) the structure of spoken English is as a second language. In other words, Ameslon does not have the same structure as spoken English. Therefore, technically, not only are they deaf but ESL as well.

After the determination of need is evaluated by the Counselor/Specialist for the Physically Disabled, the student is referred to the aide for interpreter and notetaker assignment. At the present time a considerable increase in profoundly deaf have enrolled in the college. Most community colleges are experiencing this phenomenon. It is believed a major cause is a "rubella bubble" that has worked its way up. In other words, approximately twenty years ago an epidemic of rubella resulted in the birth of more deaf babies than usual.

When a hearing person takes notes in class they are supplementing what they have heard and the notes to a large extent are an outline of the full lecture. With a deaf person this is not the case. They do not "hear" the lecture but "see" it through the interpreter. If at all possible the DSPS

specialist assigns a paid, rather than a volunteer, notetaker because they are required to take much more extensive notes. A deaf person cannot watch an interpreter and take notes at the same time.

Deaf students are strongly urged to meet with the counselor/specialist very early to determine a reasonable class schedule and to determine interpreter/notetaker needs. Interpreters are highly skilled an in great demand. Their pay rate of from $7.00 to $10.00 per hour reflects this.

Most important, it must be stressed that the only access a deaf has to instruction is an interpreter. No volunteers or alternative methods, even though less effective, are even possible. Enrollment, registration, and test taking assistance is also available.

Hard of hearing students do not usually sign so they must "hear" as best they can. Seating in the front of the class and liaison with faculty to request they face the person for easier lip reading is on-going. A paid notetaker is preferred for these students to ensure more extensive and detailed notes.

Starting in the Fall 1987 semester, a new device called the Comtek is used on a loan basis by several hard of hearing students. For those students with a level of loss that enables them use of this equipment, the results are very encouraging. This system consists of a tiny clip-on microphone and battery pack which the instructor clips to his shirt. The student uses the receiver. He hears with very little background or extraneous noise. This is especially helpful in a class where the instructor moves about the room and turns his back to write on a chalk board.

Hard of hearing students are sometimes very reluctant to use this device because they don't want others to know of their limitation. Both the counselor and the Speech/Language Specialist assist in the use of this device and the aide

maintains the schedule of use. The counselor provides on-going counseling and encourages the student to apply for the services with the Department of Rehabilitation. This agency can sometimes provide hearing aides and Comtek systems as well as special funding for expenses.

The usual enrollment and registration assistance is available as well.

HEALTH IMPAIRED

A number of students who receive services through the DSPS office do not fall into any of the above categories. They have health problems that necessitate special assistance. Examples are persons who are receiving treatment for cancer, on dialysis because of renal failure, are diabetic, have seizures due to epilepsy or brain injury, or have chronic pain. The services commonly provided are enrollment and registration assistance, handicapped parking, and program advisement and counseling to deal with the problems of their illness. Families of young persons with cancer often seek counseling and advice. Chronic pain frequently affects classroom performance and seizures require liaison with the Health Office. Counseling is sometimes requested because of the embarrassment a person feels after a seizure.

Because these students have frequent absences, liaison with faculty is more frequent as well as special assistance from the Admissions office.

ACQUIRED BRAIN INJURED

Many students who are classified as brain injured have additional physical disabilities. A number have visual disabilities directly resulting from the brain injury. This sight loss may be evidenced by diminished vision or vision in only one half of each eye (sight in right or left field in each eye only). Frequently, these students are hemiplegic (paralyzed on one side) or have some diminished use of one arm, hand or leg. A number experience numbness in certain

extremities. Because the severely brain injured have cognitive functioning loss the intake procedure is often long and laborious. Many do not understand the enrollment and registration process and need extensive assistance. The Counselor/Specialist for the Physically Disabled is usually the first person this person meets with to determine the level of the service. The adapted physical education and computer science classes are discussed, often in concert with a family member. The level of functioning is especially addressed to determine if the person can cope with the campus if something unusual happens. Because of their frequent short term memory loss, directions and procedures must be painstakingly written out in detail. Frequently, subsequent referrals are made to the L.D. Test Specialist, the L.D. Specialist and the Speech Language Specialist. This population requires the most extensive assistance through the enrollment and registration process, primarily because they do not fully understand or because of memory deficits.

The services for the mobility, visual, hearing, and health impaired are provided by:

Counselor/Specialist for Physically Disabled - Toni Mueller.

Toni Mueller provides counseling and overall coordination duties for physically disabled. She has a Masters degree in Counseling with an additional 24 graduate units in Rehabilitation Counseling. She holds the Supervisor, Counselor and Specialist credentials. These qualifications are in full compliance with Title V regulations.

Aide for Physically Disabled - Barbara Carter.

Barbara has an AA degree and 3 years of experience working in the student services area. She works under the direction of the Counselor/Specialist for the Physically Disabled. The aide hires and monitors the notetaker, interpreter, reader and class aide services both paid and volunteer, and assists with their in-service training. She administers English/Math

placement and classroom tests. She assigns lockers, tape recorders, and Comtek loan and assists students applying for books on tape or braille. She also performs various record keeping duties.

Mobility Aide - Sylvia Aldridge

She works 19 hours a week under the direction of the Counselor/Specialist for the Physically Disabled. She provides cart service and limited mobility training for the blind.

In 1986-87, a total of 425 students received services through DSPS.

Disability	Primary Disability	Secondary Disability	Primary Disability only
Mobility	199	38	47%
Visual	18	5	4%
Hearing	20	3	5%
Health	16	4	4%
	253	50	60%

The DSPS Office also responds to the needs of the Grossmont College staff who seek assistance because of a temporary or permanent disability. Special handicapped parking and mobility assistance on the electric cart are the services most commonly requested.

11. Support Services and Special Activities Provided For The Communicatively Disabled Students.

A. Who provides these services?
B. What are the qualifications of the persons providing these services?

Students at Grossmont College who exhibit communication disorders verified by the Speech-Language Pathologist are eligible for enrollment in Speech Improvement classes. The classes are currently offered through the Department of Speech and include Speech Improvement (Speech 101, 102, 103, 104) and Pragmatics and Communication (Speech 299). Class sizes range from 2-15 students, and inclusion in the class is by self-enrollment or referral, with the instructor giving final

approval for admission to the class or referral to a more appropriate class or resource.

A. Stuttering Class

This class provides instruction in techniques for the elimination/reduction of dysfluent speech, which is characterized by whole or part-word repetitions ("this, this, this" or mamamamamolly") of speech sounds or by complete blockages of speech (silent prolongations or pauses with accompanying repetitive body movements or facial grimaces). Because a stutterer has experience frequent failure in his/her communicative attempts and has been the object of ridicule, the stutterer experiences anxiety regarding communicative interactions and is fearful of speaking out in class. Improvement in speech fluency is an important determinant for a college student's success and matriculation through his/her chosen field of study. The class curriculum includes instruction in the history, causes and nature of stuttering, an overview of fluency techniques and of environmental and hereditary factors affecting fluency, and examination of the "anticipation-avoidance" cycle of stuttering. Goal setting, homework assignments and outside readings are required for this course. The current textbook is Self Help for the Stutter by Malcom Fraser, 1984. The Speech Foundation of America.

B. Oral Motor Speech Class

This class provides speech instruction to students with poor speech intelligibility due to neurologically based motor speech problems. A motor speech problem can be caused by an impairment in either the functioning of the speech mechanism or by a structural abnormality, with functional impairments more common.

Weakness and/or incoordination of the muscles which control the lips, tongue, soft palate, vocal cords and diaphragm are example of disorders in functioning of the speech articulator. Various diagnoses may account for the impaired muscle

functioning, with examples including but not being limited to cerebral palsy, Parkinson's Disease, Traumatic Head Injury, Meningitis, Aneurysm and Amyotrophic Lateral Sclerosis (Lou Gherig Disease). The resultant speech impairment may be characterized by slurred speech, imprecise consonants, inadequate vocal pitch and fluctuation, hypernasal tone or poor breath control for speech.

Structural abnormalities which impair speech intelligibility include cleft lip and palate missing dentition or poorly aligned teeth and laryngectomy, which is the absence of the vocal cords due to surgery for laryngeal cancer.

In extreme cases of motor speech impairment, due to massive cranial nerve involvement, intelligible speech may be completely absent and prognoses poor for recovery of usable speech. When oral speaking is not a realistic goal, referral is made to an Augmentative Communication Center such as the Assistive Device Evaluation Program in the Communicative Disorders Department at San Diego State University. Here, alternative methods of communicating are explored and prescribed to allow for maximum communication independence in mainstream classrooms on campus. Examples of augmentative communication systems include hand held spelling devices with paper tape printouts (ie. "Cannon Communicator") or more elaborate coded devices which simulate voice (Phonic Ear "Handi Voice"). Approximately 5% of the Speech Handicapped students at Grossmont College are in need of augmentative communication devices or systems, and these students receive instruction in how to most efficiently utilize their devices or systems in the classroom.

More than 90% of the students enrolled in the oral motor speech classes have usable speech, with the focus of classroom instruction being to maximize speech intelligibility and successful and effective communication in mainstream classes. Outside readings, homework assignments and tests are utilized

in this class. The current textbook is Voice and Articulation, by Kenneth Crannell, 1985.

C. Standard Pronunciation Class

This class provides group instruction in the pronunciation patterns of Standard American English and is designed for students whose regional United States dialect (ie. Southern, Northeastern) or foreign accent significantly interfere with the student's ability to be understood. The student appropriate to this class has an underlying speech articulation or speech processing disorder which has interfered with the learning of "Standard" pronunciation through the traditional English Classes or through the series of ESL (English as a Second Language) courses.

Inclusion in this class has been by referral from the ESL department and other instructional departments, with the approval of the Speech-Language Instructor. The current text for this class is Survival Pronunciation, by Ellen Hecht and Gerry Ryan, 1985. Alemany Press.

D. Stroke Class

This class provides group instruction to students with communicative disorders secondary to cerebro-vascular accident (stroke). Aphasia, the most common communicative difficulty following stroke, is caused by a focal lesion in the left hemisphere, frequently, in the area of the Middle Cerebral Artery. Aphasia is characterized by a loss or impairment in the ability to use language symbols. The student may have difficulty comprehending, processing and remembering spoken conversation or written language. In addition, the student's ability to express ideas orally or in writing is disrupted by the following:

1. Anomia - a difficulty in retrieving and accessing desired words while speaking. (ie. The "tip of the tongue" phenomenon.) Class instruction for anomic problems would include word retrieval tasks, synonyms, antonyms and use of compensatory strategies.

2. Paraphasia - unintentional substitution of an inappropriate, though related, word for an intended word. Substitutions may occur in oral speech or in written language, (ie. spoon/fork, elevator/escalator). Students learn strategies in the stroke class for increasing awareness and self correction of paraphasic speech errors.

3. Apraxia - A central disorder of planning and organizing, which manifests itself in speech as incorrect sequencing of sounds or additions of unnecessary sounds. Examples of apraxic errors seen or heard in speech or writing include: "bork" or "tork" for fork, and "fentolote" for telephone. Students with apraxia learn to utilize melodic and rhythm cues to aid pronunciation.

4. Visual Perceptual Problems - A cardiovascular accident may cause diplopia (double vision), hemianopsia (a cut in the field of vision) or visual perceptual difficulties. It is possible for a student to compensate for these visual problems while reading or writing, given appropriate compensatory strategies which have been introduced in class.

E. Pragmatics and Communication

This class provides group instruction in appropriate use of language structure including the rules of discourse, conversational topic development, transitions for topic changes, appropriate use of facial expression, body language and voice. Students in this class exhibit relatively intact speech intelligibility, but would benefit from instruction in the communication skill needed for academic success, employability and interpersonal communication abilities. Course content includes starting a conversation, getting one's ideas across, levels of self disclosure, active listening, topic changes and body language. The required text for this course is How to Start a Conversation and Make Friends by Don Gabor, 1983. Simon and Schuster.

F. Aural Rehabilitation Class

This class provides instruction to hearing impaired students with the goal of maximizing the students ability to hear and comprehend classroom lectures and dialogue. Most hearing

impaired students use a hearing aid(s), but it is important to understand three concepts:

1. A hearing aid does not bring hearing to a normal level.
2. The hearing aid user hears excessively loud unwanted room noises, as a hearing aid amplifies all sounds in a room. Thus, the rustling of paper may sound like a clap of thunder to the hearing aid user. Classrooms are historically a very poor hearing environment as they frequently lack carpeting or draperies which absorb unwanted sounds.
3. Sensorineural hearing loss, the most frequent type of permanent hearing loss, is characterized by distortion of speech sounds. Even though a hearing aid raises the "level" of a sound, the hearing aid user continues to hear distortion and frequently cannot discriminate among high frequency consonant sounds heard (s,z,f,v,t,k etc.) For example, the words "fun" and "sun" may sound identical.

The aural rehabilitation class provides instruction in compensatory techniques to be utilized in the classroom. Such technique include:

1. Speech Reading - the ability to "read" those speech sounds which are visible by watching a speaker's lips, tongue, jaw, facial expression and body language.
2. Assistive Listening Device Training - orientation and/or training in the most efficient use of a hearing aid, an FM auditory trainer or other listening device.
3. Development of forward tongue carriage and nasal resonance patterns for a resultant voice quality which more closely approximates that of a hearing person.

4. Use of visual and tactile speech feedback devices for training in the correct production of consonant and vowel sounds.

The current textbook for the Aural Rehabilitation Class is Hearing Handicapped Adults, by Thomas G. Giolas, 1982. Prentice Hall Inc.

Class Instruction and support services for the communicatively handicapped students is provided by a Speech-Language Pathologist holding a Certificate of Clinical Competence (C.C.C.) from the American Speech, Language and Hearing Association. The current person holding the position of Speech-Language Pathologist is Kathleen Kramer. The position is currently staffed at 19 hours per week. The Speech Pathologist is also licensed for professional practice of Speech-Language Pathology by the Board of Medical Quality Assurance of the State of California.

The Certificate of Clinical Competence and State License have been standard requirements for the practice of Speech Pathology in hospitals, clinics, state and local agencies and for private practitioners. Until recently, the above requirements have not been mandated by the State of California for instructors teaching communicatively handicapped persons and an instructor could potentially buy an unlicensed non-certificated speech-language specialist. Effective June, 1986 however, the new Handicapped Student Programs and Services Credential with a Specialty in Speech-Language Disabilities is required. This new credential has more stringent requirements such that match requirements for state licenser and national certification of Speech-Language Pathology. This is viewed by the DSPS staff as a positive change in that the academic preparation and training of the instructor is now more thorough.

The current staff person holding the position of Speech-Language Instructor meets Title V requirements in that she holds:

1. Masters degree in Speech Pathology
2. 300 supervised Clinical Practicum Hours
3. Certificate of Clinical Competence in Speech-Language Pathology
4. State of California License for the Practice of Speech-Language Pathology. (Please see appendix H for examples of requirements for credentialing, licensure and certifications)

The number of students availing themselves of Speech-Language services for the 1986-87 academic year was 25 for the Fall semester and 36 for the Spring semester, with an unduplicated count of 41 students for the academic year. The total unduplicated count of students was 41. Twenty one of these students had a primary code disability of speech. This represented 5% of the total DSPS population served. The remaining 20 students served had a secondary disability of speech or had an acquired brain injury.

12. Support Services and Special Activities For The Learning Disabled Students. (Include assessment and tutoring services.)

A. Who provides these services?
B. What are the qualifications of the persons providing these services?

The Learning Disabilities Program (AKA Learning Development Center) at Grossmont College serves students who have average or above average intelligence. These students have learning limitations which affect processing skills (difficulty in the ability to acquire, store, retrieve and/or express information) and also cause a discrepancy between their learning potential and academic performance in a basic skill area. These limitations may result in problems with listening, speaking, reading, writing, spelling, concentrating, remembering, or problem solving. Through intensive tutoring and small group instruction provided by the

Learning Disabilities staff, approximately 55-60 students are successfully mainstreaming each semester into the general college curriculum. Students who seem to have limited learning potential, as evidenced through the diagnostic assessment, are referred to community agencies or programs which would be compatible with their skills and needs.

The services of the Learning Disabilities Program (LD) include:

1. Comprehensive diagnostic assessment to identify students who have a learning disability(ies). The assessment criteria for eligibility for services is standardized state wide, (for community college LD programs).
   There are seven components used to determine eligibility. The assessment instrument administered is the Woodcock Johnson Psychoeducational Test Battery which measures achievement and aptitude in reading, mathematics, written language, and general knowledge. Within these four major categories are 25 subtests. Testing is individualized and generally takes 4 hours per student. Following testing, a meeting is scheduled for the student to meet with the LD specialist. At this time the test results are interpreted to the student.

2. Specialized one-to-one tutorial assistance is provided in the student's specific learning problem area(s). This tutorial assistance/intervention encompasses skill building in the following: Visual Modality including Visual Figureground- ability to see background stimuli, but unable to focus on a particular thing in the foreground. Sees all the words on a page, but cannot focus on a single word. Visual Sequential Memory- inability to remember letter order in a word. A word such as "which" will be spelled different each time. Visual Motor Coordinator- inability to catch a ball or thread a needle, or copy something from the chalkboard. The Auditory Modality including Auditory Perception-

confusion in perceiving sounds. Auditory Processing- inability to comprehend ongoing language, to categorize it, and to produce the appropriate response. Auditory Sequencing and Memory- inability to remember things which have been said in their proper order, ie: following directions or commands. Figure-ground and Memory- concentrating on background noises, ie: paper rattling, etc., instead of being able to focus on the person who is speaking and what is being said. Other areas of intervention include Cognitive Skills- of reasoning and memory, Reading including word attack, comprehension and vocabulary, Writing - relative to word order, sentence structure, grammar, usage, spelling, punctuation and capitalization, Numerical Skills including calculation, quantitative concepts, and applied problems, and Listening Skills of comprehension and memory. Frequently special instructional programs and materials which are located in the Learning Development Center are utilized in the intervention process.

3. Other support services provided by the Learning Disabilities Program include **academic class test facilitation** where students take exams under modified conditions relative to special needs, **taped text books** for students who have severe reading deficits, **liaison with faculty** who have learning disabled students enrolled in their classes, **computer assisted instruction, academic advising, special orientation, registration assistance, and special SAT administration** for students planning to transfer to institutions requiring SAT scores.

In addition to these support services, a special activity of the Learning Disabilities Program is a newly formed support group, comprised of learning disabled students enrolled at Grossmont College. This group has been meeting weekly since the beginning of the 1987 fall semester and provides a forum for students with a common bond to discuss sensitive issues.

The full time certificated Learning Disabilities Specialist, Mimi Lee, coordinates all services and activities within the Learning Disabilities Program component and supervises the staff who provide these services. This full time specialist hods the DSPS Instructor and Services Credential with specialization in Learning Disabilities as well as the DSPS Coordinator Credential.

Two part time certificated hourly Learning Disabilities Specialists (Jane Nolan and Priscilla Murphy) conduct the learning disabilities diagnostic assessment and, in addition, one of these specialists also teaches the spelling and writing skills classes for the learning disabled. Both of these specialists have the DSPS Instructor and Services Credential with specialization in Learning Disabilities.

Seven hourly tutors provide special one-on-one tutoring are fully supervised and trained.

The number of students availing themselves of services provided by the Learning Disabilities program in 1986-87 was 111 primary disability and 18 secondary disability. The percentage of learning disabled (primary disability) to the total DSPS population was 26%. As is the case with the programs for the physically disabled and the speech impaired, there were also some acquired brain injured students served under the Learning Disabilities program.

CSIS 299 — (4247) — ADAPTED COMPUTER STUDIES I

An individualized course of study for students with various disabilities (physical, visual, learning, etc.). The course is designed to familiarize the student with specialized hardware and software that may improve the student's ability to succeed in regular college-level courses.

CSIS 299 — (4248) — ADAPTED COMPUTER STUDIES II

An individualized course of study for students with various disabilities (physical, visual, learning, etc.). The course includes a continuation and expansion of topics covered in Adapted Computer Studies I.

CSIS 299 — (4249) — ADAPTED COMPUTER STUDIES III

An individualized course of study for students with various disabilities (physical, visual, learning, etc.). The course includes a continuation and expansion of topics covered in Adapted Computer Studies II.

CSIS 299 — (4230) — ADAPTED COMPUTER STUDIES IV

An individualized course of study for students with various disabilities (physical, visual, learning, etc.). The course includes a continuation and expansion of topics covered in Adapted Computer Studies III.

PERSONAL DEVELOPMENT 090-091-092-093 LEARNING DEVELOPMENT PRACTICUM

1 unit, 1 hour lecture, Prerequisite: Testing to diagnose "Learning Disability."

For the student with a learning disability as diagnosed by the Learning Disabilities Specialist. Involves pre- and post-testing, individual diagnostic testing, prescriptive planning and initiation of one-on-one tutoring, with emphasis on the individual educational needs of each student. Focus is on successful functioning within the college environment. (Offered on a Credit/No Credit basis only.)

PERSONAL DEVELOPMENT 094, 095, 096, 097 LEARNING DEVELOPMENT PRACTICUM

2 units, 2 hours lecture, Prerequisite: Testing to diagnose "Learning Disability."

For the student with a learning disability as diagnosed by the Learning Disabilities Specialist. Involves pre and post testing, individual diagnostic testing, prescriptive planning and initiation of one-on-one tutoring, with emphasis on the individual educational needs of each student. Focus is on successful functioning within the college environment. (Offered on a Credit/No Credit basis only.)

PD 299 — (6086) — SPELLING SKILLS FOR LEARNING DISABLED

This course is a structured, sequential approach to spelling designed to strengthen skill in spelling for learning disabled students. (Offered on a credit/no credit basis only.)

PE 299 — (6730) — ADAPTIVE AQUATIC SPORTS EDUCATION

A class for physically limited students in various aquatic sports and recreational activities. This class is designed to offer the student experience in competitive swimming, water polo, other aquatic games, and conditioning exercises. Individual programs will be designed for each student.

PD 299 — (6664) — BEGINNING WRITING SKILLS FOR THE LEARNING DISABLED

This course provides direct instruction in fundamental written language in a small group designed to improve writing skills of learning disabled students. (Credit/No Credit Only)

PD 299 — (6680) — BEGINNING SPELLING SKILLS FOR LEARNING DISABLED

This course is a structured, sequential approach to spelling designed to strengthen skill in spelling for learning disabled students. (Credit/No Credit Only)

PHYSICAL EDUCATION 005,* 006,* 105,* 106* ADAPTED PHYSICAL EXERCISE

1 unit, 2 hours lecture/laboratory, Prerequisite: None.

Assessment of physical performance status and physical evaluation. Individually prescribed exercise program for students with physical limitations. Recreational games and individual sports adapted to students' capabilities.

PHYSICAL EDUCATION 087*-088*-187*-188* ADAPTIVE SWIMMING FOR PHYSICALLY LIMITED STUDENTS

1 unit, 2 hours lecture/laboratory, Prerequisite: None.

Instruction and practice in the basic swimming skills. Instruction will be structured to fit each student's needs.

PHYSICAL EDUCATION 115*-116*-117*-118* ADAPTIVE SPORTS EDUCATION

1 unit, 2 hours lecture/laboratory, Prerequisite: None.

A class for physically limited students in various sports and recreational activities. This class is designed to offer the student experience in the following sports activities: track and field, football, basketball, weight lifting and golf.

SPEECH 101-102-103-104 SPEECH IMPROVEMENT

1 unit, 1 hour lecture, Prerequisite: None — but students must demonstrate a need for speech assistance.

Provides special assistance to students with speech or language problems such as distortion of speech sounds, stuttering, voice disorders, hearing or speech problems associated with emotional or physical disorders. Individual correction and instruction is provided. The course is conducted by a licensed speech pathologist. (Offered on a Credit/No Credit basis only.)

SPEECH 107 COMMUNICATION SKILLS FOR THE HEARING IMPAIRED ADULT

3 units, 3 hours lecture, Prerequisite: None.

This course provides for the study of the communication system of the hearing impaired adult with a special emphasis on developing skills to improve the impaired communication process.

SPCH 299 — (7736) — PRAGMATICS & COMMUNICATION SKILLS

This class is designed to improve group conversation skills for students with language/learning based disorders.

SPCH 299 — (7737) — SPEECH LANGUAGE LAB

This course has been designed to allow students to work independently with lab equipment to improve their communication skills and is assigned on an individual basis.

SPCH 299 — (7889) — PRAGMATICS AND COMMUNICATION SKILLS

This class is designed to improve group conversation skills in students with language/learning based disorders.

SPCH 299 — (7890) — SPEECH LANGUAGE LAB

This course has been designed to allow students to work independently with lab equipment to improve their communication skills and is assigned on an individual basis.

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